

AIM Echo Reading Instructional Routine

Purpose: To support students in developing oral reading fluency by immediately repeating, or "echoing," a short segment of text, attempting to mirror the pace, expression and overall prosody of the fluent reader. The goal is for students to internalize what fluent reading sounds like by closely imitating the model provided.

Materials: A text that is between 200-250 words in length and at the students' instructional level (no more than 1 in 10 words read as errors).

Getting Started:

Introduce the Activity: Introduce the text, and what the purpose will be for the echo read. For example, it may be an introduction to a text that they will continue to practice independently as part of a broader repeated oral reading exercise.

Model the Activity: Model the pace and expression of the text by reading it aloud to the students.

Guided Practice: Students respond by repeating the sentence chorally (all together as a group), matching the pace and expression used by the teacher.

Student Practice: Oftentimes, echo reading is presented as a highly supportive scaffold before students practice reading the text independently, as part of a broader repeated oral reading exercise. It is used when students demonstrate a need for a high level of support, and is removed when they are able to practice oral reading more independently.

Corrective Feedback: Even though Echo Reading often involves students reading in unison after the teacher's model, it still allows for real-time corrective feedback. By listening attentively, you can respond to miscues or issues with expression using brief, effective supports. For instance, if you hear a group of students read with flat inflection and ignore the pausing between clauses indicated by the comma, pause and model the correction immediately. Then, ask students to echo again with the correction in mind.